MIDDLEBURY COLLEGE

Winter 1958

Your Family and Middlebury

SENT BY THE COLLEGE TO MIDDLEBURY PARENTS AND FRIENDS

the PRESIDENT'S Page

WHENEVER people interested in education gather together today, including parents as well as faculty and administrators, two topics are inevitably discussed. We express concern with our deficiencies in our education of engineers and scientists in comparison with the achievements of the Russians. We note with apprehension the constantly increasing costs of college education and the prediction that such costs will continue increasing, not a little, but very substantially. If we need more engineers, the liberal arts colleges are not in a position to make up the deficiency. If we need more or higher quality scientists, the liberal arts colleges can perhaps contribute to this end.

At Middlebury we have never before been in such a favorable position to choose students, and the ratio of applications to the number which can be admitted is still rising. Shall we deliberately give preference to applicants who have the interest and aptitude for science and who are likely to continue with graduate work in a scientific field? At Middlebury we have had for years the 3-2 plan with M. I. T., and excellent students after three years at Middlebury have received both Middlebury and M. I. T. degrees two years later. We have similar arrangements with Columbia University and R. P. I.

Should we make still further arrangements for 3-2 plans and encourage even more students to spend but three years at Middlebury? Our science departments have strong and competent faculties and reasonably adequate facilities for a liberal arts college. Of our total faculty, approximately ninety, fifty-six hold the ranks of either Assistant Professor, Associate Professor, or full Professor. Fourteen of these teach in the departments of Mathematics, Physics, Biology, Geology and Geography, and Chemistry. Twelve of these professors have a doctorate in science.

Should we deliberately attempt to bring about an increase in science students (with consequent decrease in other majors) and a resulting increase in faculty and facilities devoted to this field? I think not. The problem of educating more and better scientists must, I think, be dealt with at an earlier stage in education.

For the long run it is doubtful if young people can be successfully drafted into any of the professions. Natural interest and aptitudes can probably be encouraged in the schools, and certainly more rigorous training in basic science can be given to those who have an interest in these subjects. In the liberal arts college, I believe an increase in science majors should be the result only of the natural interest of the students selected for admission on the basis of intelligence and character. A crash program in the liberal arts colleges is not, I think, an answer to the problem.

The problem of financing the costs of our higher education is indeed serious and cannot be wished away. It has been brought to the attention of the public forcefully in the "Second Report to the President" of the President's Committee on Education Beyond the High School. It is being widely discussed in articles and editorials in the press and in national magazines. Of first importance are substantial increases in faculty salaries in all colleges and universities. Middlebury has done a great deal in this regard and is one of a hundred and twenty-six colleges to receive an Achievement Grant from the Ford Foundation in recognition of its efforts to improve the position of its faculty.

The average salary of our full professors is now a hundred and thirteen per cent higher than in 1942–43. Yet salaries here and elsewhere are not adequate to attract competent young people into college teaching nor to hold faculty in competition with industry, government, and, more recently, the large state-supported universities. Revenue to meet this need must come from endowment, gifts, and student fees. Colleges, including Middlebury, will continue to exert every effort to increase endowments and gifts, but the very magnitude of these campaigns for funds indicates that in part we are all competing for large grants from the same sources, foundations and corporations.

For the small independent colleges as well as for the large universities, alumni giving and tuition fees must continue to be the source for these essential funds. Alumni giving is increasing and will continue to do so. It is reported that total giving by alumni groups amounted to $78,000,000 in 1955 and over $106,000,000 in 1956. Endowment income, however, has come to contribute a much smaller percentage to the total student costs over the past years. It is reported that in 1940 income from endowment was twenty-six per cent of the total income but by 1950 dropped to fourteen per cent. It is a still smaller percentage of the total college income today. The endowment of Middlebury College has increased from approximately $4,000,000 in 1943 to over $9,000,000 in 1957. Yet as a percentage of the total income (or more realistically of the total expenses of our College) endowment income is less today than in 1943. In short, it is the consensus of opinion of educators and thoughtful laymen that students must pay a much higher percentage of the total costs of their education in the years ahead.

Beginning with September 1958, Middlebury tuition will be $950 per year and total tuition, board, room and fees will run from $1677 to $1707. These total fees for students still fail to recoup the cost of education of a Middlebury student. And it will still take gifts and endowment income to operate the College without a deficit. Again this gap between what the student pays and the cost of his education is common to all private colleges and universities. Scholarships, and to the extent they come from college-operated income, further increase the difference between the student's contribution and the cost of his education.

Recently laymen as well as educators have been suggesting that this problem must be met by introducing sharply increased student fees which shall bear a realistic relation to the cost of his education. It is thought that many parents can pay such fees, particularly if they will regard the education as an investment and to be financed out of savings rather than current income. Another group of parents unable to meet higher costs of education during the four years of college can, it is believed, meet such costs by arranging to make deferred payments over a period of six or seven years. Arrangements for such installment financing, it is believed, could probably be worked out with the co-operation of banks and financing companies. [*Continued on page 15*]

MIDDLEBURY

in the News

Five Professors Receive Promotions: Appoint Dr. Reynolds, Dean of Men

THE promotion of five faculty members and the appointment of Dr. Thomas Reynolds as Dean of Men was announced in mid-January by President Samuel S. Stratton.

Associate Professor Arthur K. D. Healy was promoted to Professor of Fine Arts. Four other well known faculty members were advanced to the rank of Associate Professor. They were: Dr. Henry B. Prickitt, English; Dr. Harris E. Thurber, Political Science; Dr. Reynolds and Dr. Pardon E. Tillinghast, both in History.

Dr. Reynolds, whose appointment is effective July 1, assumes the duties held by Dr. Thurber since 1955. Dr. Thurber will return to his full-time teaching post in the College's Political Science Department.

In making the announcement, President Stratton praised both Dr. Thurber and Dr. Reynolds.

"Dr. Thurber has handled the duties of the Dean's Office efficiently and capably these past three years. Although we regret his leaving the office, I am happy to acknowledge his desire to resume teaching on a full-time basis.

"I am also pleased that through Dr. Reynolds' appointment as Dean of Men we are able to continue a faculty member in this important post in the College's Administration. Dr. Reynolds' experience and background will be a valuable asset", President Stratton said.

A graduate of Williams College, Dr. Reynolds joined the Middlebury faculty in 1949. He holds a Master's Degree and a Doctor of Philosophy Degree from Columbia University. He is Chairman of the History Department (*Please note article by Dr. Reynolds about the History Department on Page 8*).

Dr. Thurber, a graduate of the University of Vermont, has been a member of the faculty for the past ten years. He received his Doctor of Philosophy Degree from Princeton University.

Professor Healy attended Princeton University and Princeton Architectural School. He spent a year in France at the Fontainebleau School of Fine Arts and has taught at Middlebury since 1943. Vermont landscape is a favorite subject for Professor Healy's painting. He has lived in Vermont for about 30 years.

Dr. Thomas E. Reynolds

Following graduation from Amherst College in 1941, Dr. Prickitt taught for a year at The Choate School and served three years in the U.S. Navy. He received his Doctorate in English Literature from Harvard in 1948. This is his tenth year at Middlebury. Dr. Prickitt is also Treasurer of Undergraduate Activities and the recipient of a duPont Fellowship.

Dr. Tillinghast is a graduate of Brown University and received his Doctor of Philosophy Degree from Harvard. He was appointed to the Middlebury faculty in 1947. Last year he taught in England at the City of London School. Dr. Tillinghast was once awarded a Hazen Foundation Fellowship.

Middlebury's observatory was built in 1935 by Alfonso R. Ibarguen owner of Maine's largest astronomical laboratory.

College Calendar

JANUARY

29 Wed. Examinations end.
Hartford Alumnae Club—Wayne Furtney of Putnam Co. speaks on: "Investments for Women" Miriam Mauritzen, Chm., 20 Lindwall Drive.
30 Thurs. Mid Year Recess begins.
31 Fri. Hockey—Hamilton (H)

FEBRUARY

1 Sat. Basketball—Amherst (A)
Hockey—Amherst (H)
1–2 Sat. & Sun. Skiing—EISA Championships at Lyndonville, Vt.
3 Mon. Second Semester Classes begin.
4 Tues. Worcester Alumnae Club—Book Review Program, Mrs. Bradley Allen, Chm.
5 Wed. Basketball—Wesleyan (H)
Hockey—Princeton (A)
7 Fri. Basketball—Springfield College (H)
8 Sat. Hockey—Colby (H)
Basketball—St. Michael's (A)
8–9 Sat. & Sun. Skiing—Williams Carnival (A)
10 Mon. Basketball—Williams (H)
11 Tues. New Jersey Alumnae (Dean Ross Chapter, Morris & Essex Clubs)—9:30 A.M. Coffee Hour at Altman's in Short Hills.
12 Wed. Hockey—Norwich (A)
Players present—"My Sister Eileen."
13 Thurs. Middlebury Winter Carnival.
Basketball—Norwich (2:00) (H)
Players present—"My Sister Eileen."
14 Fri. Middlebury Winter Carnival
Hockey—Boston University (2:00) (H)
15 Sat. Middlebury Winter Carnival
17 Mon. Basketball—Univ. of Vermont (H)
20 Thurs. Hockey—Dartmouth (A)
21 Fri. Basketball—Clark (H)
Skiing—Norwich Carnival (A)
22 Sat. Basketball—Trinity (H)
Hockey—R.P.I. (A)
Skiing—Norwich Carnival (A)
23 Sun. Town & Gown Movie.
24 Mon. Hockey—Clarkson (H)
26 Wed. Hockey—Yale (A)
Basketball—Norwich (A)
28 Fri. Basketball—Clarkson (H)
Skiing—N.C.A.A. at Hanover.

MARCH

1 Sat. Basketball—St. Michael's (H)
Hockey—Hamilton (A)
Skiing—N.C.A.A. at Hanover.
2 Sun. Concert Lecture: Richard Dyer-Bennett, Folk-Singer and Guitarist.
Skiing—N.C.A.A. at Hanover.
8 Sat. Women's Recreation Association—Badminton Sports Day (H)
Skiing—National Cross Country at Andover, Me.
9 Sun. Skiing—Harvard-Bromley Grand Slalom at Manchester.
14 Fri. Phi Beta Kappa presents Louise Bogan, lecturer.
16 Sun. Town and Gown Movie.
20 Thurs. Hartford Alumnae Club—Silent Auction, Esther Langwill, Chm., 256 North Oxford St.
22 Sat. Middlebury Conference
26–27 Wed. & Thurs. Student directs: "Glass Menagerie."
30 Sun. Choir Concert, Mead Chapel 8:15 P.M.

APRIL

5 Sat. Spring Recess begins.
Manhattan Club of New York—Informal Supper for Seniors in New York Area during Spring Recess.

▶ A record sum was raised in the annual Middlebury College Community Chest. A week of activities and canvassing raised $4,650, exceeding the set quota by $650.

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DEVELOPMENT PROGRAM DIRECTOR

IS INTERVIEWED ON . . .

DEVELOPMENT PROGRAM TODAY

During Parents Day in the early part of the current academic year, many Parents and Friends attending the laying of the cornerstone of the Charles Baker Wright Theatre expressed an interest in the College's Development Program.

The following questions were stimulated by comments made by Parents, Friends and Alumni of Middlebury College.

It is the plan of YOUR FAMILY AND MIDDLEBURY to make this question and answer type of article a regular feature of future issues of this publication. Suggestions from Parents and Friends of the College for subject matter of general interest to YOUR FAMILY AND MIDDLEBURY readers will be appreciated by your Editor.

Q. What are the primary concerns of the Development Program?

A. It is concerned with three broad areas of College needs. They are, increased resources for Faculty and teaching, more scholarship resources and new and improved physical facilities.

Q. When did the Middlebury Development Program begin?

A. It started officially in October, 1954 when it was announced to Alumni at Fall Homecoming.

Q. How much has been contributed to Middlebury College since the Development Program has been in existence?

A. For the period ending October 9, 1957, marking three years of the Development Program, total gifts and grants to Middlebury have amounted to $1,891,111.58.

Q. How much more does it cost to run Middlebury today than it did back in 1939? How much has tuition increased in the same period?

A. Over six times more. For the year ending June 30, 1939 it cost $407,880.53 to operate Middlebury. Last year Middlebury's total operating expenses were $2,636,331.87.

For the same period tuition increased three fold going from $300 in 1939 to $900 last year.

Q. My son's college has a Parents' Fund. Does Middlebury have one?

A. Middlebury has had a Parents' Fund since 1954. Parents have contributed over $20,000 to the Development Program through their Parents' Fund. This figure does not include numerous generous gifts from parents for specific projects such as The Religion Conference and last year's Lecture Series.

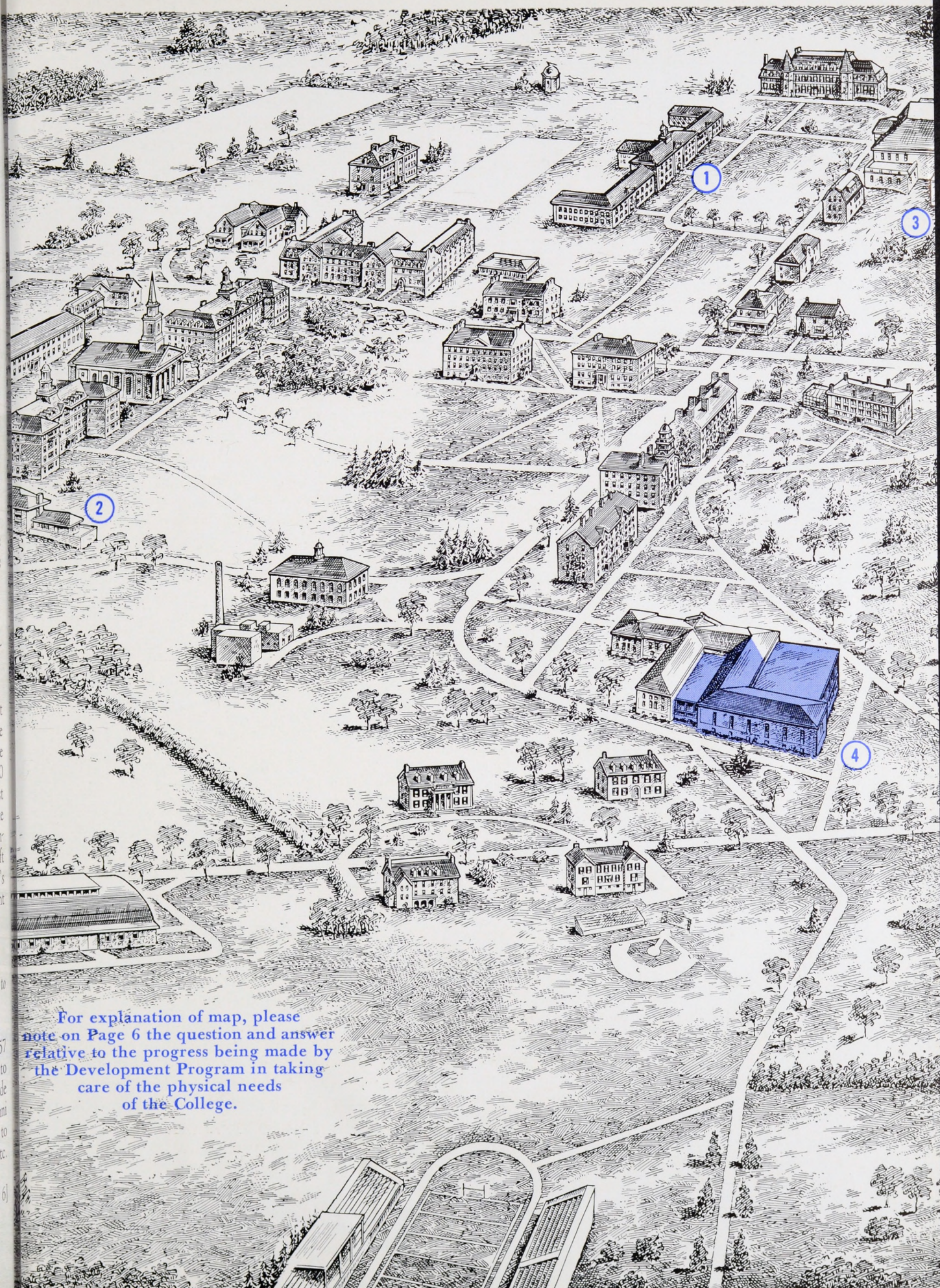
Q. What part does the Alumni Fund play in the Development Program?

A. A most important part. When the Development Program was launched in 1954 the Executive Committee of the Alumni Fund voted to double the dollar goal of the Alumni Fund from $25,000 to $50,000 with the provision that the first $25,000 be used for scholarships and the balance to go to the Development Program. This relationship has been maintained so that every annual gift to the Alumni Fund helps maintain Middlebury's scholarship program and aids the Development Program.

Q. How much has the Alumni Fund made available to Middlebury's Development Program?

A. During the three years ending June 30, 1957 the Alumni Fund has contributed $65,720.02 to the Development Program. This does not include generous capital gifts and pledges many alumni have made to the Development Program and to specific projects such as the Library addition, etc.

[Continued on page 6]



For explanation of map, please note on Page 6 the question and answer relative to the progress being made by the Development Program in taking care of the physical needs of the College.

Q. How much of the Alumni Fund scholarship money is used for athletic scholarships?

A. None. Middlebury does not have athletic scholarships.

Q. What is the Development Program doing about scholarship needs?

A. Everything it can to make more scholarship funds available. Since the Development Program has been under way, Middlebury's endowment for scholarships and student aid has increased over $90,000. At the same time annual gifts and grants for scholarships have totaled over $158,000. This total does not include the $25,000 made possible by the Alumni Fund for each of the three years.

Q. How much has Faculty endowment increased since the Development Program was launched?

A. $539,000.

Q. Is Middlebury getting any assistance from business and industry?

A. Last year gifts and grants from business and industry totaled $30,091.63. This is a gratifying increase over the $5,774.43 received from this source in 1954.

Q. What project has the greatest priority in the Development Program?

A. The urgently needed addition to Egbert Starr Library.

Q. What is the Development Program doing about Middlebury's Library needs?

A. Right now it is conducting a special gifts solicitation through the President, Trustees and some Alumni, seeking substantial gifts and grants. Inasmuch as plans for the Library addition indicate that the project will cost some $1,350,000 it is important that some large gifts first be secured. Alumni will have the opportunity to participate in a general campaign in the near future.

Q. When the Development Program was announced it described numerous physical needs at Middlebury. What progress has been made to date in getting these physical facilities?

A. Note the campus map (*Page 5*) accompanying this article. Numbers 1 and 2 identify Center Battell and Stewart Hall dormitories. These are completed and in use as residences for women and men respectively. Wright Memorial Theatre marked 3, the new Drama, Speech and Debate Center is under construction with completion scheduled for some time in the second semester. The proposed addition to Egbert Starr Library marked 4 is now being aggressively sought.

The Development Program also announced important needs in our physical science teaching facilities. Progress is being made in fulfilling these needs. The Greenhouse addition west of Warner Science is completed and in use. A vault for storage of volatile chemicals at the rear of the Chemistry Building is under construction and progress is continuing in the renovation and modernization of our laboratories. A grant from the Esso Education Foundation under their new science program was just received to help finance the new Chemistry vault.

Q. I have been reading the new feature "By Will to the College on the Hill" with considerable interest. Is Middlebury actively seeking bequests to strengthen its financial resources?

A. Very definitely. As soon as the organizational and planning work on the Library project lessens, the Development Program will publish a Bequest Booklet for Middlebury. Meanwhile you will note occasional articles on the subject in the NEWS LETTER. (*Please Note Page 39*). All gifts by bequest to Middlebury are now being reported in the NEWS LETTER in the feature you mention.

Q. Could I make a gift to Middlebury subject to reservation of life income for myself as long as I live?

A. Yes. Currently Middlebury has four gifts of this nature providing that annual income produced by the sum given will be paid to the donor, (or to persons designated by the donor) through the beneficiaries lifetime. These 4 gifts vary in size from $10,000 to $100,000. Middlebury is very much interested in this type of gift and always ready to discuss the situation fully with anyone contemplating a gift subject to reservation of life income.

Sophomore Parents Lead Parents Fund

PARENTS of Middlebury Sophomores have a commanding lead as donors to the 1957–58 Parents Fund, Mr. and Mrs. William Hazlett Upson, Co-Chairmen of the Parents Committee reports as this issue goes to press. The mid-year report revealed that as of February 3rd, gifts have been received from 44 Sophomore parents. Parents of Juniors are in second place with 27 donors. Parents of Seniors and Freshmen are tied with 24 gifts in each class. 6 contributions have been received from parents of graduates.

In presenting their report, Mr. and Mrs. Upson said that the Committee feels that a record year can be achieved if a larger number of parents will join the Parents Fund in support of Middlebury's Development Program.

"The Committee," they said, "wish they could adequately express their appreciation to all the wonderful people who have responded so generously to the Parents appeal. Their generous support is an inspiration and example to all."

President Samuel S. Stratton said that the College is "very pleased" with the mid-year report of the Parents Committee. "I am impressed," continued Dr. Stratton, "not only with the generous response to our Parents Fund appeal, but also by the interest shown in Middlebury by the numerous warm letters that accompanied gifts sent to the Parents Fund Committee. It is gratifying to know that we have such strong support from the parents of our students and graduates."

Typical of the "many letters" mentioned by President Stratton, are the following remarks excerpted from these letters: "We are proud of the effort made by the Parents Committee"; ". . . As a result of my respect for, and interest in Middlebury College I am enclosing herewith $. . . . . as a contribution to the College"; "I am genuinely pleased to participate in this fund raising effort because I am well aware of the need . . ."; and, ". . . We would like to do more, but we know that every little bit helps in a cause such as this. . . ."

Highlighting the mid-year report by the Parents Committee are three important points. They are: **1.** As of February 3rd, 125 parents have contributed to the Parents Fund (this represents not quite 10% of Middlebury Parents participating in the Fund effort); **2.** Gifts to the Fund totaled $10,983.88; and, **3.** Gifts have been received from an increasing number of parents whose sons and daughters graduated in June of 1957, or earlier.

An invitation is extended by the Parents Committee to parents wishing to join this year's Parents Fund, to do so by utilizing the self-addressed postage paid envelope enclosed in this issue of *Your Family and Middlebury*.

Unusual Honor . . .

The youngest member of the State of Vermont's first Wage Board is 21-year old Anne Curtis, a Middlebury senior. There are four other members of the Board.

Anne was appointed by Industrial Relations Commissioner Raymond B. Daniels as one of two employe representatives on the summer camp wage board.

Anne has already put in a number of days' work on the Wage Board at the State Capitol in Montpelier. "We are trying to define the summer camp salaries as they pertain to the 75-cent an hour minimum wage law adopted by the 1957 Vermont Legislature," she said.

ON THE COVER

ROGER EASTON, '43

Roger L. Easton, '43, head of the Radio Frequency Section of Project Vanguard's Tracking and Guidance Branch, is shown above and in the YOUR FAMILY cover picture of this issue, explaining the workings of the United States' six inch satellite. As the YOUR FAMILY goes to press, the sphere is expected to be launched shortly. The satellite's component parts include: two radio transmitters, metal covering, antenna, mercury batteries, solar batteries and two transmitter covers.

GLIMPSE from the front of the Chateau of the progress being made in the construction of the Wright Memorial Theatre. This picture was taken just before the New Year. The Theatre will be in use during the current semester. Plans call for the play at Commencement to be presented in the College's new theatre.

History at Middlebury – Today

By Dr. Thomas H. Reynolds

With the retirement of Professor John Perley Davison last June the Department of History at Middlebury lost an important link with the past. For more than thirty years Professors Cline, who retired in 1952, and Davison had been the mainstays of the Department. Today all the department members are relative newcomers having joined the faculty since World War II. Despite this, the changes in the Department offerings are changes of emphasis rather than drastic changes involving many new courses.

Professors Grant and Reynolds.

The present department is united in believing that the value of the study of history lies in developing a sense of perceptiveness and depth of human understanding, the particular rewards of a liberal arts education. In history this can be accomplished by striving for two objectives: acquainting the student with a variety of events in mans' past *and* developing in the student simultaneously the ability to absorb evidence and arrive at some logical conclusions about the truth and significance of past events.

The first of these objectives, that of acquainting the student with significant events of the past, is the aspect of history most familiar to us all. It needs little justification. Cicero said: "To be ignorant of what happened before you were born is to be ever a child." Santayana meant much the same thing when he said: "He who does not know history is fated to repeat it." History in this sense is the heritage of mankind, the collected past experience of the race. As such it is, of course, invaluable. If man's knowledge is acquired by experience there can be no development without history, because history enables us to use the experience of others as our own.

This experience, however, runs the gamut from the simple to the incredibly complex. When the two-year-old toddles too close to the open fire parents are faced with a problem (fortunately usually solved without conscious meditation). Is it better to let the child find out about fire by personal experience or to administer a short lesson in history to convey to the child some understanding of what can happen. On the other hand when one attempts to make similar use of the past in order to acquire experience which may help in meeting the complicated problems of modern life, when one seeks to know merely what happened in the tumbling sea of events which brought about the rise and fall of nations, when one would learn the nature of forces which have made a particular culture what it is, then one faces the vast complexities which confront both the historian and the layman when they seek to make use of their heritage of human experience.

While a study of history attempts to unlock this vast accumulation of human experience through the direct process of examining past significant events and attempting to determine how these events must have seemed to people then living, it is not by any means the only discipline which seeks this type of knowledge. The humanities are so closely allied with some aspects of history as to be almost indistinguishable from history. The student studying Shakespeare gains not only a knowledge of an art form but an understanding of human behavior, the validity of which is not necessarily weakened by a background of artistically contrived supposition. And, too, the historian must call on art as well as method in the presentation of his material. The connection between history and the social sciences, Sociology, Anthropology, Economics and Political Science is, if anything, even closer. These disiplines must use history as the raw material for making their

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The Author is Chairman of the Department of History. A graduate of Williams College in the class of 1942, he returned in 1946 from overseas duty with the Army to graduate school in History at Columbia University. In 1948 he spent a year in Washington, D.C. gathering material for his doctoral thesis on the interplay between private charity and government welfare beginning with the depression years. He came to Middlebury in 1949. He is a member of the Faculty Council, Faculty representative to the Alumni Council and Advisor to *The Campus*.

generalizations; the historian constantly uses the other social scientists' special skills in determining the truth about the past and in evaluating the significance of particular events. Even natural science, though essentially concerned with the elucidation of truth in heretofore unknown fields, relies on history, its own history, to carry forward from generation to generation its accumulated knowledge.

Thus in its objectives of rendering mankind's collective experience usable and meaningful history is an important factor in the unity that is knowledge.

History, however, has another *raison d'etre* in the modern college curriculum. The historian not only renders the significant past in a form meaningful to the present, but he must also discover what that past is. When the student reaches for an understanding of history at the undergraduate level, he suddenly discovers that the simple blacks and whites of school-book history are not there. Paul Revere is still a hero but the Tories were some of the "best" people and quite honestly outraged at what to them appeared to be the activities of misguided fools who were ruining *their* country, *i.e.*, Massachusetts. The student soon discovers that the simple process of finding out things exactly as they were is not at all simple. He finds that events then had different meanings to different people, and that many of these people had a particular interest in proving that their particular view of events was correct. In untangling the web of evidence which may permit him to approach verisimilitude in his reconstruction of the past, the student of history must develop tremendous skill in the interpretation of the media of communication.

Presumably the student of American history in the early 19th century expects to find embryo industrialists calling lustily for a protective tariff. He is perhaps not so sure what the urban workers thought about the tariff, and, if he is careful, he knows that it is an assumption on his part to think that they thought about the protective tariff at all. He is therefore delighted to come across a number of pamphlets of appropriate vintage signed by people calling themselves mechanics who are vociferous in their advocacy of a protective tariff. His delight is equaled only by his disappointment when further pursuit of his subject convinces him beyond a doubt that it was customary for industrial entrepreneurs of the time to style themselves "mechanic" and that his "new" evidence only supports a belief which he had already established.

Professors Tillinghast and Hetter.

By such stumbling first steps, however, a process is developed. This process is part of the special skill common to the historian's craft. Mastery of it is essential to those who would honestly represent themselves to the public as purveyors and interpreters of mankind's historical heritage. Yet this skill is much more than that. It is a skill which every one uses to a greater or lesser degree in determining the realities of an increasingly complex human existence.

Everyone depends on some view of his surroundings as a basis for his actions, indeed as a basis for life itself. Every human being constantly absorbs impressions of what is going on around him. Our ability to maintain our equilibrium in the modern world depends to a certain extent on our ability to develop a sense of discrimination with regards to these impressions. Sometimes, with the growth of new techniques of mass communication, the problem becomes very acute. When these techniques are shifted from selling soap to running nations, we in the democracies are faced with a serious problem. Modern techniques are not necessarily more effective in our time than our mechanic's pamphlet was in his, but the necessity for developing skill in evaluating and discriminating amongst the mass of material contending to be accepted by modern man is great. History and its study is not a miraculous discipline which will produce nothing but well adjusted individuals—but it helps, and its value is in this two fold quality: the value of knowing the past as the heritage of mankind and the value derived from the skills acquired in pursuing the historian's craft even for a brief period.

Courses in history at Middlebury are designed to attain both of these objectives. A student wishing to major in the department must take five

Spirit is self-contained existence. Now this is freedom exactly. **Professors Tillinghast and Reynolds and the Senior Seminar.**

one-year courses in history. Three of these are: a basic European history course, a basic American course, and the Senior Seminar on the philosophy of history. The other two courses depend on what field within the department the student wishes to concentrate in. Besides this all history majors take two cognate courses in Political Science, Economics or Geography. In addition the Department runs an honors program for well qualified students. In this program the student chooses a research topic his Junior Year and under the guidance of some member of the Department writes a monograph incorporating original research. Only after completing the paper and passing an oral examination on it is he awarded honors in history. Though the numbers of candidates for honors have been small in the past few years since the inception of this program, the results in terms of scholarly work have been excellent and the Department hopes to increase the number of students eligible and willing to take the program.

The major sequence culminates in the seminar in Philosophy of History which is required of all seniors in the Department. Here, instead of reviewing directly the diverse materials of the history courses which students have had during their first three years, students study history itself. History is first examined critically as a philosopher might examine it, then the important generalized systems, sometimes called speculative philosophies of history, are studied, beginning with the Greeks and coming down through St. Augustine, Machiavelli, Hegel, Marx, Spengler and many others to Toynbee. While the course was instituted as an experiment to climax the major sequence, the success which it seems to have had in developing in students the ability to deal with abstractions, as well as in requiring them to use and review the things they have studied in other courses, has given it a permanent place in the department's curriculum. Completion of the course with its final examination satisfies the College's General Examination requirement.

In order to support this major sequence, and also to serve students majoring in other fields who want a course or two in history, the Department offers a variety of courses. For presentation these can be divided into three groups: European, American and others. In European history, the department offers the basic survey course taught by Professor Grant, an advanced modern European history course taught by Mr. Hetter, English history taught by Professor Tillinghast, two one semester seminars on The Middle Ages and The Renaissance and Reformation and a year course on the Intellectual History of Europe all taught by Professor Tillinghast. In the American group the basic survey course, a one semester Colonial History seminar and a course in American Thought and Culture are taught by the writer, while Professor Grant gives a new advanced course in recent American History. The other courses in the Department include an ancient history course, given by Professor Harris, a one semester course in Historical Method given by the writer, a new Far Eastern two semester course given by Mr. Hetter and the Senior Seminar which Professor Tillinghast and the author conduct jointly. [*Continued on page* 15]

with our FACULTY

By *Professor* John G. Bowker, *Dean of the Faculty*

ELSEWHERE in this issue of the YOUR FAMILY, Professor Wissler very ably warns us as citizens that the basic faults in our public school system of education are not going to be easy to correct. It is to be hoped that the shocking and sudden realization that we are not necessarily ahead of others in scientific achievement has jolted this generation of free peoples out of its paralyzing complacency. We cannot buy our way out of this situation. We must shift our educational emphasis from chrome to steel.

In press discussions of the problem, stress is placed upon the declining numbers of secondary school students interested in mathematics and science, and of talented college graduates preparing to teach in these fields. Numbers are important but it should be noted that we have far more top-notch scientists in this country today than there are in Russia. The encouragement of increased numbers of young people to study in the areas of mathematics and natural science is vitally important because only those in the sieve can be shaken through, and there is grave danger that many potential high caliber scientists and teachers are lost along the way. But caliber is the key to the personnel problem, not numbers alone. Every mathematics and physics classroom today has a teacher. But is he able to devote his attention exclusively to this vital job? Or is he obliged to seek community prestige, recognition, and relief from economic strain by coaching football in addition? Is he known as a dedicated scholar who serves as an encouraging mentor and intellectual guide?

Properly, discussions of the present crisis in education usually turn to the program of the lower grades and secondary schools. For the most part, college teachers of mathematics and science can encourage only those who are well-grounded in fundamentals, whose earlier interests have been cultivated. But we too have fences to mend. In current discussions of the science faculties at Middlebury, we are inquiring into every phase of our program. Each department chairman provides the very best instruction available in his freshman and beginners courses, for it is here that our greatest loss can occur. It is not uncommon for a student's interest in science to be kindled in his freshman year at Middlebury, and for him to go on to complete a successful science major. We try to anticipate and recognize every improvement in the preparatory school product so that such can be followed by higher standards at our level. A recent suggestion that we ask the faculty to extend the present one-year requirement to a two-year program in science and–or mathematics is under study. Greater depth in a subject might well reveal potentialities and interest. The achievement of Middlebury graduates in scientific research, production, and teaching is rewarding and must be increasingly so.

It seems to me that the true function of a liberal arts program was never more clear. If other nations have assumed a position of leadership, they have probably done a better job than we in the training for assignments of responsibility. Inspired, intelligent leadership is the key to the success of any undertaking. It is my conviction that it would be a stupid mistake at this time to go overboard and rush to an extensive program of scientific and technical training to the exclusion of the social sciences and the humanities. We want no carbon copy of what the Soviet scientific materialism has done to their educative process. For with our survival comes ultimately the even greater need for responsible leadership in the fields of economics and sociology, in the appreciations of the literatures and the arts. Dr. Killian, president of M. I. T. and recently appointed head of our missles program, said last summer: ". . . as far as the national interest is concerned, the important thing is to see that no potentially superior student is denied the opportunity for higher education in any subject-matter field; such a program will see that the nation gets its fair share of scientists and engineers."

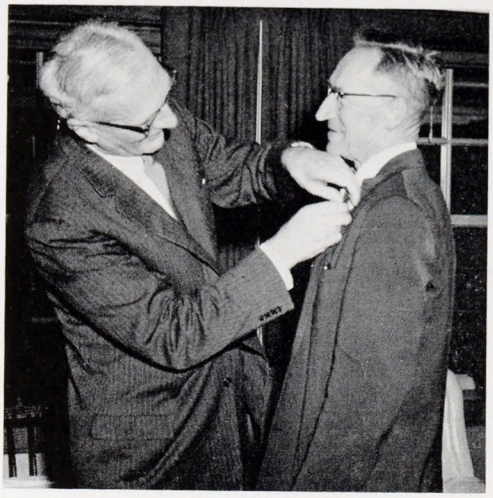
And again from Marion Folsom, Secretary of Health, Education and Welfare: "Our society is ever in greater need of broadly educated men who have the intellectual ability and the moral conviction to make those difficult and often times unpopular policy decisions that determine the course of mankind's advance. Those qualities increasingly require a grasp of the scientific and technological aspects of our world, and they will ever require an understanding of the great moral, philosophical, and historical truths of mankind."

I feel sure more recent developments have not changed these opinions. We must strive for the fullest development of each individual. The liberal arts college has great opportunities ahead.

duPont Summer Grants . . .

In the winter 1957 issue of the YOUR FAMILY, I announced the establishment of three summer fel-

lowships for faculty research supported by a grant from the duPont Company. Applications for the 1957 awards from a considerable number of the faculty described unusually resourceful and strong projects. The awards were given to Professor Prickitt (English), Professor Smith (Economics), and Professor Woodin (Biology). While he was working on his doctoral dissertation several years ago, Dr. Prickitt discovered a great deal of significant material in British periodicals of the eighteenth century. More recently, in connection with his course in Eighteenth Century Thought and Culture, he has become interested in the condition of the established clergy of that period and the attitudes of literary men and hack writers toward them. As a recipient of a duPont Grant, Professor Prickitt was able to read widely and intensively in the periodical and newspaper literature of the eighteenth century, using our Middlebury Library and those of Yale and Harvard as sources. It seems likely that the average clergyman, at least during the early part of the century, was better qualified, more interested in his work, more conscientious and morally better than he has frequently been shown to be. Dr. Prickitt is convinced that the clergy as a whole were discredited by the bad actions of a few. Their critics were irreligious people, antagonists of organized religion, anxious to destroy confidence. Later in the century, there is evidence that the Anglican clergy had been affected by the fervor created during the intervening decades by Charles and John Wesley. An interesting aspect of Dr. Prickitt's study is that he chose to investigate the attitudes of the contemporary press rather than to accept the opinions of historians in his attempt to learn more about the true state of the clergy.



Dr. Werner Neuse (*right*), Professor of German, is shown receiving the Order of Merit of the Federal Republic of Germany for his work in promoting teaching of the German language and strengthening the cultural relations between Germany and the United States. The award was presented by Dr. Werner von Hollegen, German Consul at Boston, Mass.

The duPont award made it possible for Dr. David Smith to turn from more active and remunerative summer labors to the far more satisfying experience of reading extensively in his field. He has felt that one of the weaknesses in economics at Middlebury has been the lack of student contact with the literatures in the field, so he set about to read the new and reread many older basic and critical works in economics, and to screen them with a view to the assemblage of a stimulating and thought-provoking great books shelf. Dave was guided in his selections by the suggestions of some fifty professional economists whom he knows personally. He felt that Tawney's "Religion and the Rise of Capitalism," Polanyi's "The Great Transformation," and Galbraith's "American Capitalism" provide the type of reading necessary to bridge a possible gap in the student's training. Then Professor Smith sought readings sufficiently critical of our economic system to be stimulating and effective in the revelation of possible weaknesses. Only by being aware of the claims of reliable advocates of change can an alert student be convinced that the structure of our economic system is as he would have it. Professor Smith is still looking for an authoritative book to answer this need. In his search for a book which might survey all theoretical economics as it has developed with reference to the environments from which the various theories evolved, he found Schumpeter's "History of Economic Analysis." It is a newly published scholarly work containing a bibliography of almost everything worthwhile ever written in economics.

Professor Howard E. Woodin made a preliminary study in the field of timberline research. With an expedition to the top of Mt. Marcy, New York, in mind, the first portion of the summer was spent reviewing quantities of literature pertaining to timberlines in general, to becoming familiar with plant species expected to be found, and to the designing and packing of delicate equipment and supplies. In addition, weather data for the Mt. Marcy section was gathered, maps and aerial photos studied, and permissions sought from individuals and agencies concerned.

The actual ascent of Mt. Marcy was made by Dr. Woodin's party late in August. He was accompanied by a former classmate at Union, Donald Brightman, now an engineer with the General Electric Company; a student, [*Continued on page* 15]

Do We Have a Problem?

By Dr. Benjamin F. Wissler, *Professor of Physics*

The subject of education seems to have come into the forefront in recent weeks and months, very definitely stimulated by Sputnik. It is not my intention to present any real solution to the problems that are apparently facing our country and our educational system, but the purpose of this article is to try to provoke some serious thought on the part of Alumni and Alumnae.

I shall naturally have to express some of my own personal views about the field of education, and I am sure you can understand why I have a personal interest in this particular field. Our recent newspapers, journals and magazines are full of criticism, particularly regarding the teaching of science and mathematics, in our high schools and secondary schools at the present time. I do not wish to say, as a scientist, that I feel that the criticisms should be lodged only against the fields of science and mathematics, but I believe that we can scrutinize our entire curriculum, our entire school system, its aims and objectives, and see whether we can improve it from the over-all standpoint.

Many impressions have been left with me, and I am sure, with the average public. Some of these impressions, as far as I can see, come from admissions which have been made by people relatively high in the educational world. I am referring to comments which have appeared in the public press, comments in the forms of admissions, stating that probably we need revisions, changes and new procedures which may make our educational system more effective. These comments come from individuals ranging all the way from representatives of the U.S. Office of Education to members of our own Vermont State Department of Education.

The current complaint about science teaching and mathematics teaching, all complaints about our school system, are not new. You can all recall such comments regarding reading, the teaching of arithmetic, which have appeared in recent years, as well as controversies which have grown about these topics and data which have been presented by educators and others, each trying to prove their points on opposite sides of the question. However, as a scientist, and reading the publications and comments of other scientists, I am sure that we realize and are in agreement as scientists, that some definite changes and revisions of our school system are necessary, particularly in the teaching of sciences, and in the teaching of English or the expression and comprehension of ideas. These comments, impressions, and admissions have appeared in the press, and many suggestions for improvement have been made. Some of these embodied ideas such as the following, and here I am not trying to enumerate them all.

One of these suggestions indicates that more time will need to be spent in school, longer daily hours, possibly longer terms during which school is in session. Another suggestion made is that we teach more science and mathematics, in addition to trying to place an emphasis on better presentation, that we teach more *modern* science and mathematics than we are attempting at the present time. Some other proposals go so far as to suggest that we may find it necessary to revamp our entire educational system, possibly molding it after a Russian or basically European system. Additional suggestions, and many of merit, imply or insist upon the necessity for federal aid, or governmental aid, for the students and institutions, to improve the education system so it may go beyond what our present system seems to be accomplishing.

We could ask the question if there exists any such deficiency; if we are behind in our educational endeavor and accomplishment (*and I am not sure we are necessarily behind*)—how and why did this come into being? And here I can only express my own opinion as to some of the influences which may have had, or may be having, a definite bearing on our lag, if this exists. To try and answer this question—how did we get into this situation?—I will have to ask you to think about the possibility that the following exist, to what extent they are influencing our educational products, and to what extent we are guilty.

I wonder whether we, educationally speaking, have not become a "soft" generation. By soft generation, I simply mean this—to what extent are we giving in to and permitting many questions like the following—do I need to study this subject? Do I need to take a language? Do we need to have solid geometry? In other words, do we have any real convictions other than the one of trying to make the road to an education easier and simpler. I have to ask a second question—to what extent is our educational system suffering from the results of our living during the past ten years in a relatively "plush" economy?

It has been said, and I have seen it published, that our college students today definitely feel that re-

gardless of their endeavor, their effort, how hard they work, or what particular subject they may major in at the college level, within ten years from the time they are graduated from college, they will all be having a two-car family, a suburban home and really nothing to worry about.

In reality, is this not the type of economy that we have been living in? Is this not actually what has been happening? If this is true, what basic impetus are we able to apply to our students to make them wish to excel intellectually, to develop and master difficult tasks to train their minds?

Another aspect which I feel in the field of education is not reckoned with adequately, is that quality which I shall for the moment call human nature itself. I have to ask to what extent we do give in to our students, to our teachers, to ourselves, in saying that in educating our youth, we don't wish to have anyone work any harder than they absolutely have to. In other words, to achieve our position in life, we don't want to work any more than is necessary.

Do we have any particular convictions that intellectual attainment and achievement are something to be respected and striven for? Do we feel that the education which we are giving to our youth must be utilitarian in value and be just adequate to meet their needs, and not something to be striven for and developed, over and above its actual utilitarian advantages?

Another item which I wish to have you think about is this—to what extent are the natural faults of a democracy responsible for what has happened in the way of degeneration in our school system? If you do not like degeneration, may I substitute, to the development of those deficiencies which now lead us to believe that we are behind the educational systems as they have been developed in European countries, notably Russia?

These faults of democracy, as I would like to call them, are the result of poorly chosen opinions of Mr. Average Citizen, such as you and I. It is these faults of opinion wherein we bring pressures to bear upon the educational system. Specifically I am thinking of the following items:

Professional educators who supposedly have charge of developing, caring for and administering our school system, its curriculum and its standards, are placed under pressure by those of us who are parents. When Johnny is apparently not to be promoted from the second to the third grade, it is the parents who yell loud and long. They say, "Why can Johnny not be promoted to the third grade? He is just as good as the rest of those youngsters." And as a net result of all this controversy, all this ballyhoo, and all the pride we have in promotion rather than intellectual achievement, we exert a pressure on our professional educators. As a result we have developed systems for the advancement of students today which amount to routine promotion regardless of achievement. This is referred to as the system of automatic promotions. This scheme may be a tremendous fault. I am not going to argue the point, but I am going to state that probably in being one of the faults of a democracy, this pressure from the people may have a definite influence. It may be one which we do not condone, but an influence which may help cause our school system to become that which we fear it has become today.

We must now ask the question—if what we fear has transpired, who is to blame for this situation coming into being? This is definitely not an easy question to answer. Surely all who have had any professional responsibility will have to share in this blame. I do not mean to say that professional educators have to bear the entire brunt. I think the most important people of all who are to blame, are those of us who are citizens of this country. Mr. Average Citizen is responsible for developing, influencing and allowing what has developed in the past.

Now I might ask this question. Why do we who are teachers have to condone the existence of questions of the following types? Time and again, at the college level and also at the high school level, those of us who advise students are asked this question—is this course necessary? Do I need this subject? Or as I was asked just this week after presenting a topic which was not too easy to one of my intermediate classes in optics, "Are we expected to learn all this?" And then on the part of teachers, how often do we hear, and how often have school superintendents heard this question raised—Do we need to teach this topic or subject?

For instance, at the present time in the field which is under fire, science and mathematics, we have a definite movement quite well progressed, asking the question and pretty well answering it—Do we need to teach solid geometry as such? I raise the question—Are these the type of questions which indicate true strength and proper outlook regarding the intellectual endeavors and objectives of our school system? They can be under certain circumstances but today I have my doubts.

We have to ask next—what can be done if we are dissatisfied with our system? Let me first of all state outright, once and for [*Continued on page* 15]

PRESIDENT'S PAGE

[*Continued from page 2*]

A still third group of parents would be unable to pay the higher costs either currently or on the installment basis. It is for this group, it is believed, that scholarships should be provided, either by gifts or grants to the colleges and universities or to individual students. The sources of such scholarship aid might be federal or state governments, corporations and foundations, and individuals and organizations.

I am sure that Middlebury graduates will wish to give thoughtful consideration and study to these matters. I am confident that you share the belief that in this country higher education should not become centered solely in the state universities subsidized by ever increasing tax support.

HISTORY AT MIDDLEBURY—TODAY

[*Continued from page 10*]

In all of these courses the attempt is made to acquaint the student with significant events in the special areas covered by the course as well as to instruct him in the methods which historians have used in arriving at conclusions about the actuality and significance of past events. In the two survey courses approximately one third of the work is concerned with problems in which the student uses collections of evidence as a means of arriving at conclusions about the past. This aspect of history is also emphasized in the one semester seminar courses where reports involving research provide the basis for class discussions.

All of these courses, however, would constitute little more than ideas were it not for the people who teach them. Fortunately the Department is endowed with a group of men who like what they are doing and have made the program come alive despite heavy individual teaching loads. In Ancient History Assistant Professor Harris who completed his graduate work at Harvard and is the Chairman of the Department of Classics brings a rich background of knowledge in classical literature and art to bear on his subject. Assistant Professor Tillinghast who came to Middlebury via Williams and Brown and a Harvard Ph.D. has just completed a Fulbright exchange in England. His courses in English and European History are reflections of his knowledge and enthusiasm. Charles Grant, an Assistant Professor in charge of the all-important freshman survey course, is a graduate of Dartmouth and last year won his Doctor's degree in History from Columbia. The newest member of the department is Frederick Hetter. Mr. Hetter graduated from Harvard and during a subsequent two-year hitch with the Air Force in Washington, D. C., he earned an M.A. in Far Eastern History at Georgetown. Returning to Harvard he completed the residence work for his Ph.D. and departed for Sweden on a research fellowship. He expects to finish up his thesis during the coming year and in the meantime has done an excellent job in developing the department's new course in Far Eastern History.

Much credit goes to these men, for on their work and that of their successors and future colleagues depends the success of the department now and in times to come.

WITH OUR FACULTY

[*Continued from page 12*]

David Murray, Middlebury 1959; and the County Forester, Mr. Widli. The date was selected to coincide with an earlier (1909) ecological study of the same area. It was hoped that resulting data could be compared. Weather stations were set up at several points, both above and below the timberline, new bench marks were surveyed and established, and considerable data on vegetation, growth rates, and climate was collected.

On the southern slope of the Alpine area, a permanent transect of one hundred yards length was established. Steel eye-bolts driven into the bed rock provide durable markers. After surveying each point as to position and elevation by careful reference to Coast and Geodetic Survey marks, the plants along the steel tape transect were recorded for every inch of the one hundred yards. An accurate determination of the species was made by Mr. Stanley Smith of the New York State Museum staff who was visited later.

Growth rates of *Abies balsamea* and *Picea mariana* were sampled and collected at intervals of every fifty feet of elevation to a point well below timberline, in an effort to define timberline as a zone where the growth rate changes rapidly. This is a new concept as a basis of definition; previous definitions have been far too broad.

Dr. Woodin considers this effort only a pilot study of the major field problem. Much of his data is still to be evaluated; eventually the results will be published in learned journals.

Middlebury has again received the duPont Grant for Chemistry research during 1958, and a supplementary award which will enable other members of the faculty to strengthen themselves academically and increase their competence as teachers.

Assistant Professor John Clagett's fourth novel, *The Slot*, is soon to be published by Crown.

DO WE HAVE A PROBLEM?

[*Continued from page 14*]

all, that I am not in sympathy with our making any attempts to ape a Russian or a European system.

I believe the present system which we have is perfectly adequate and in a democracy is the only one which we can condone and carry out. It will be sufficient to do what we wish it to do, provided that we inspect it and make the appropriate changes.

What I would personally like to ask for is this, that we put a few more teeth into our curriculum, into our educational system, a little more rigor, some harder courses, some more rigorous demands for the mastery of fundamentals, in all fields, not only mathematics and the sciences, but in English and all other subjects which we decide to teach. What we need to do is a more thorough job all the way along the line.

The next thing which I believe we as a nation might do is to give the process of learning and that of teaching a more proper place in our society. In other words, is the teacher today a fully respected member of our community? Do we look upon our teachers, at all levels, as though they were the same type of respected individuals as the teachers are in a European system? I fear that the answer very definitely is that teachers are not in a comparable position in this country.

From the standpoint of really benefiting our school system, do we in the schools, do our teachers, do we as parents, give to our youngsters an adequate respect and a desire for understanding, just plain learning and intellectual endeavor? I have to ask this question—do we really as parents in our homes hold up educational achievement, training the mind, mastery

of what we are going to school for—do we hold this up before our children as a worthwhile objective? Is it really something which we want them to do, or do we just sit back and permit the public schools to do our baby sitting and do all the guiding along the line? Do we hope that the school system will somehow or other impart a sufficient motivation to have our young people put forth the effort and believe in the job that they have to do during their school years? I am afraid that we all fall far short of the ideal of selling the value and necessity of an education to our young people.

For instance, I could ask this question—why should it have been necessary recently, to have an article appear in the press trying to popularize scientists and show them to be normal individuals instead of long hairs and egg heads; trying to convince people that the scientists and mathematicians are really perfectly normal people? If the opposite point of view exists, if the youth of our country feel that the scientist, the intellectual, or the scholar, is an egg head, someone unusual, not a normal individual, why has this point of view come into being? Who is responsible for selling this idea? Is it the parents? Is it the schools? Or is it just something that grows and develops in the young people's minds without any influence? I am afraid there is a great deal that we should be doing as parents and adults to offset this point of view which seems to be so prevalent.

I don't think it is only an interest in the fields of science and mathematics that we hope to see developed. I think it is interest in intellectual endeavor, the process of getting an education regardless of the field, and appreciating the power of the mind and its development—these are the types of things which we need to foster.

In the light of what we may feel are the shortcomings of our school system, I would like to point out that I am perfectly happy to have a survey of the needs of our school system made. I believe we need to see if our curriculum fills our present-day needs, and by present-day needs I mean not those usually covered in terms of the present-day cliche of "training for life," but—do they fill the demand of truly training our young people; truly training their minds so that they are better able to go on and enjoy, appreciate and really like an intellectual life? I am not sure that we need a serious revision.

The things which I believe we do need are better teaching, more rigor, harder tasks set up for our students. These additions, I feel, may enable us to adapt our present school system to any new needs that may confront us.

In the European systems no effort is made to educate all the young people. Very early a line is drawn and only those more gifted are selected to continue to the higher levels of education, the university. This competition makes those spots very, very attractive. This competition seems to motivate the young people into working harder. This endeavor on the part of the educational system to select the top individuals and training them, usually at government expense, is one which I feel we might be able to borrow from the European system. I do not feel that in a democracy we wish to change our present attempt to provide some educational opportunity for all, but I do feel that we might be able to superimpose upon our present educational system some device which would provide an opportunity for the best minds in our society to continue and develop beyond the levels which they can achieve at the present moment. It should assure financial support and provide opportunities for many who are now unable to enjoy the benefits of higher education.

Many people will indicate that such governmental or federal subsidization for either individuals or schools would be detrimental, and would have many objections. To this I would simply say that I hope there is sufficient ingenuity in the American mind that some scheme or device will be able to be developed which would keep such a governmental subsidization for our educational system out of the hands of what is called politics. I hope we can create some situation wherein funds can be found to support the education of our superior students and thereby heighten the background and the top level of our educated people to produce that which we today feel is lacking by comparison with the production in such countries as Russia. To the people who seem to recommend that we today alter our educational system and copy one after that of Russia, I would like to offer the following idea. That if any conflict exists, the outcome of which is dependent upon a comparison of our educational products at the present time with what our opponents are producing with their educational system, the conflict is already lost.

By this I mean to say that I don't believe that we can revise our present educational system with our teachers and administrators and start to produce scientists or technically and specially trained people, starting now, and get into competition with any totalitarian state or European system. They have been at their process for a long time. They have been turning out specialists with governmental support and getting the best of their minds for the past ten years, or longer. Therefore from the standpoint of production, we will start far too late.

I do not mean to indicate here that all is gloom. I believe that on the other side that if Russia or any other totalitarian state is educating its people, regardless of how specialized this advanced training may be, that they are thereby creating thinking people. As long as there exist somewhere in the world those freedoms which I feel that we in this country stand for, those people who are starting to be thinking individuals will ultimately hear about it. I believe the worst thing a totalitarian state can do from the standpoint of security is to educate its people. I therefore feel that this educational process in which we now fear we are lagging behind Russia will undoubtedly be the undoing of any totalitarian state, and thus I am not at all sure that any real conflict exists.

Now I would like to say again that what we possess today and what we will possibly develop in the future in our educational system, is definitely the responsibility of every citizen. I believe that we wish to retain our democratic method of handling all things. I think every citizen needs to express his point of view about educational matters. I think that we need to have our legislators, our politicians be informed on the thinking of citizens, and if we want any changes in our educational system we all need to be reasonably in agreement as to what exactly we want. We need to sell our ideas not only to educators and to politicians, but to our young people, to those we are sending to the schools, and if every citizen pitches in and does his part, I am sure that our educational system will produce all that we wish to have it produce.